

Certified Personnel Evaluation Systems Educator Advisory Panel

Meeting Information

Date: July 2, 2018

Location: Natrona County School District #1 in Casper

Time: 9 a.m. - 4 p.m.

Meeting Purpose: Complete first draft of standards

Panel Members: Brad LaCroix, Brian Redmond, **Christina Mills**, **Clint Traver**, Dustin Hunt, Glen Suppes, Holly Vorhees-Carmical, Jean Chrostoski, **Jeff Brewster**, Joel Dvorak, Julie Shanley, Liesl Sisson, Linda Wolfskill, Marie Puryear, **Michelle Rooks**, **Nicole Bolton**, **Robyn Heth**, **Teresa Chaulk**, Teresa Ross, **Tom Sasche**, **Tracy Ragland**, Verba Echols, Wanda Maloney

WDE: Laurel Ballard, Shelley Hamel, Megan Degenfelder, **Robin Grandpre**, Mark Bowers

REL: Josh Stewart, Ceri Dean, **Mckenzie Haines**, Jeanette Joyce

FLP: Amy Starzynski, **Aunnie Johnson**

NCCC: Susan Lopez

Facilitator: Joe Simpson

*Names in **blue** attended virtually

Homework - Review the standards we reviewed today and look at things districts are using

Time	Lead	Agenda Item
9 - 9:30 a.m.	Joe	Welcome, Introductions, Ground Rules Ice Breaker - Biggest takeaway from last meeting ?
9:30 - 10:15 a.m.	REL	Standards: - Key Highlights from June 4th Meeting - Wyoming Leader Standards - Wyoming Standards from 2014 - likes/dislikes table
10:15 - 10:30	Break	
10:30 - 11:30 a.m.	NCCC & GTL	Center for Great Teachers and Leaders (GTL) - Other state standards

		<ul style="list-style-type: none"> - likes/dislikes table - Power standards - Different states
11:30 - 12:45	On your own	Lunch
12:45 - 3:30 p.m. *break at 2 p.m.	REL	Standards: <ul style="list-style-type: none"> - Sample options - Sample format of standards - Refining language for standards
3:30 - 4 p.m.	Joe	Next steps Closing <ul style="list-style-type: none"> - +/- - Next Meeting, August 13

Notes:

Welcome

Biggest takeaways from June 4th meeting:

- Several models out there in the state and in others, some more effective than others
- Need to select one with teacher ownership and buy-in
- Focus on instruction and instructional standards
- Some were very specific and some were very broad
- We have to select something that is able to implement and doesn't just look good on paper
- We need to think in smaller terms
- Create an effective tool for the teachers to grow and the evaluator to use effectively
- We need to be creative and focus on what matters
- We want something that becomes part of the process and is fluid. More than just teacher ownership but administrative ownership, as well.
- Simplicity and common language to make it easy to adopt.
- Last recommendation was not adopted, concern about having this work utilized.
- Have to be able to measure student achievement in multiple ways
- Evaluate the system to make sure it stays up-to-date throughout time

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- There are complex models, we hope to make ours more simple

Standards Discussion:

Are we starting in the right place? Should we start with what student achievement looks like and build back to the standards?

We have the opportunity to put Wyoming in the history books by have the entire state on the same system using tools that we all have access to, such as Canvas. However, there is confusion about how much we can do in a year to improve student achievement impacts.

The panel is charged with creating rule for a comprehensive evaluation system, in part defined by student academic measures, creating standards, four levels of performance, allow for the ability to refine the system (but not so much it changes the system), provide for what professional development should be offered, and address the district statutes around teacher evaluation.

Review of Wyoming Leader Standards:

- Format is great. Have consistency with teacher
 - Holds everyone accountable because everyone knows what is expected
 - Ability to learn strategies for each other
- Alignment between teacher and leader
- Reduction in the amount of standards, more simplistic
- Want the standards to be throughout, so not too simple
- Like the indicators under the standards
- Everything on this list is needed for accreditation

Center for Great Teachers and Leaders:

How have other states used their evaluation and how has it impacted their instructional practices?

- [Teaching Works - high-leverage practices](#)
- [Massachusetts - What to look for](#)
- [CCSS - Instructional practice guide](#)
- Core Instructional Practices

The ESSA ineffective educator group created this [document](#) to help when they started defining the ineffective educator.

Review [Handout B](#)

There was a lot of discussion about whether or not to adopt the Leader standards (with some language changes) in order to keep the consistency between the leader and teacher systems. The group walked through the 2014 teacher standards to see if they could fit under the headers of the leader standards.

[Review Handout A](#)

Like Sample 4 and 5. Like the indicator information to provide more information and depth as to what teachers need to do. Need rubrics. Include information on artifacts. Goals becoming part of the classroom. If you made it too long, districts will need to pare it down. Guiding documents may be important for educators, schools and districts.

Draft Standards Format:

Standard - Title

Elements

Indicators (possible sources of data)

Rubric

***Do not forget guidance documents

Draft Standards

1. Student Learning, Growth, and Development
2. Instruction and Assessment Practices
3. Learning Environment
4. Deleted
5. Classroom Management
6. Ethics and Professionalism
7. Communication and engagement

Parking Lot

- Weighing/priorities of standards

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- Guidance Docs
 - District refinements

Closing

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- Documents
- Group discussion (small and large)
- Great support facilitation
- Protocol narrowing
- Professional conversation

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- Clarity on purpose of group
 - Have on the agenda at the beginning of each meeting